Specific Guidelines for Mental Health, Mobility, Sensory, and Other Health Conditions

The Center for Disability Services (CDS) provides academic services and accommodations for students with diagnosed disabilities. The Americans with Disabilities Act (ADA) defines a disability as a physical or mental impairment that substantially limits one or more major life activities. In order to receive academic accommodations, the student must submit comprehensive documentation describing the current functional limitations that impact the student in an academic setting. Documentation serves as the basis for decision-making about a student’s needs for accommodations in a challenging and competitive academic environment.

Documentation of a high quality is relevant, useful, and thorough. The outline below has been developed to assist the student in working with the treating or diagnosing healthcare professional(s) in obtaining the specific information necessary to evaluate eligibility for academic accommodations.

GENERAL GUIDELINES FOR PROVIDING DOCUMENTATION

- Documentation is provided by a licensed or otherwise properly credentialed professional who has appropriate and comprehensive training, relevant experience, and no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

- Documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. The documentation should include the diagnostic criteria, evaluation methods, procedures, tests dates of administration, as well as a clinical narrative, observation, and specific results. Diagnostic tests should be based on adult norms.

- Documentation should be relatively recent in order to provide an accurate description of current functioning. Because some conditions are permanent or non-varying, guidelines will differ from case to case. Contact the Center for Disability Services at 334-244-3631 to speak with a CDS staff member to determine how current the documentation should be for your particular situation.

- Documentation should address the major life activities (i.e., caring for oneself, performing manual tasks, seeing, hearing, learning, walking, reading, concentrating, thinking etc.) affected by the disability and how those functional limitations impact the student in an academic setting. Documentation that does not address an individual’s current level of functioning or need for accommodation(s) may warrant the need for a new evaluation.

In lieu of the attached form, other types of documentation may be sent that thoroughly address the questions below. Failure to address the following questions could delay the accommodation process.
Specific Guidelines for Mental Health, Mobility, Sensory, and Other Health Conditions

Student Name (First, Middle, Last): ________________________________

Date of Birth: ______________  AUM Email: ________________@aum.edu

Address: ______________________________________________________

City: ___________________   State: ______   Zip: __________

Phone: (________) ______________

__________________________________________________________________

To Be Completed by the Health Care Professional

1. What is the diagnosis, date of diagnosis, and last contact with the student?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

2. List co-morbid diagnoses or other health issues that might complicate this condition.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

3. Severity of the disability: □ Negligible □ Moderate □ Severe

4. Duration of the disability: □ Six Months or Less  □ Greater than Six Months

5. Describe the progression of this disability, if applicable.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
6. Please describe the student’s symptoms relating to this diagnosis.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

7. Major Life Activities Assessment: Please review major life activities listed below and indicate the severity the impairment(s) places on each activity.

<table>
<thead>
<tr>
<th>Life Activity</th>
<th>Negligible</th>
<th>Moderate</th>
<th>Substantial</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking *</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Seeing *</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Hearing*</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Talking</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Caring for Oneself</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Reaching</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Lifting</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sitting</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Standing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Breathing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sleeping</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Performing Manual Tasks</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Writing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Reading</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Thinking</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Concentrating</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Memorizing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Interacting with Others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other:</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other:</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
*Walking Limitation:

☐ Is unable to walk 200 feet without stopping to rest.

☐ Is unable to walk without use of, or assistance from, a brace, cane, crutch, another person, prosthetic device, wheelchair, or other assistive device.

*Seeing Limitation:

Visual Acuity ______________________________________________

Assistive devices used by the student ______________________________

* Hearing Limitation:

(Include an audiogram)

☐ Needs a sign language interpreter

Assistive devices used by the student ______________________________

8. Describe any ongoing medical or therapeutic treatment, and indicate how the treatment might affect the student academically.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. List current medication(s), impact, and adverse side effects.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
10. Describe the student’s functional limitations and how they could affect the student in an academic setting (i.e., problems sitting for long periods of time, unable to type for more than ten minutes, or unable to focus for a sustained period of time).

11. If accommodations are recommended, provide a rationale as to why these accommodations are warranted based upon the student’s functional limitations. For example, if a note taker is suggested, state the reasons for this request related to the student’s functional limitation.
Healthcare Provider Information

Name: ________________________ Specialty:_______________

Title: _______________________________________________

Address: _____________________________________________

City: _________________ State: _______ Zip: _____________

Phone: (          ) _____________Fax: (           ) ___________________

E-Mail: _________________ License or Certification #:__________

With my signature, I certify that the above information is true and documented as part of the patient’s medical record.

Provider Signature: ____________________ Date:_____________

This form or other submitted documentation may be released to the student at his or her request.

Please mail or fax this form or other documentation to:

AUM
Center for Disability Services
Auburn University at Montgomery
PO Box 244023
Montgomery, AL 36124-4023

Phone: 334-244-3631
Fax: 334-244-3907